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The Role of Parents in Early Childhood's Emotional Social Development

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ABSTRACT

The pandemic period provides several advantages for parents who have early childhood. The advantage is never replaced by money or material, that is togetherness with children. The togetherness has a good impact on children's emotional development. What is the role of parents during a pandemic to improve emotional early childhood? Researchers try to link the pandemic period with the activities parents carry out with their children at home. To find answers to questions, researchers used qualitative methods with literature studies. Researchers found that parents during the pandemic must be extra in educating, because parents must be friends, teachers and parents themselves. Furthermore, parents must train/teach knowledge in managing and expressing emotions completely both positive and negative emotions, being able to build relationships with other children and adults around them, and actively exploring the environment through learning. So, to get the ability of children who have good emotionality, the closeness of parents and children must be considered.

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1. INTRODUCTION

Early childhood is a baby who has not been born until it is not yet 6 years old (Nørgård et al., 2017). In monitoring growth and development, the age group is further divided into fetuses in the womb until birth, birth to 28 days, ages 1 to 24 months, and ages 2 to 6 years. The period will be a golden age for early childhood. A period of various growth and development begins and is taking place, such as physiological, language, social emotional, motor and cognitive development (Keenan et al., 1997). The development will be the basis for further child development.

One aspect of child development that educators need to develop is social development. Social development is the emotional development of children which is one of the intelligence (Lahiya et al., 2022). This can be pursued from the family, community and school environment. On a deeper level, children's social emotional development is the child's sensitivity to understand the feelings of others when interacting in everyday life (Suryana et al., 2020). It can be understood that social emotional development cannot be separated from one another. In other words, discussing emotional development must intersect with social development, and conversely discussing social development must involve emotionally, because both are integrated in a complete psychological frame (Priyanti and Setyowati, 2017).

According to Hurlock, emotional social development is the development of behavior in accordance with social guidance, where emotional development is a process in which children train social stimuli, especially those obtained from group demands and learn to socialize and behave (Schonert-Reichl et al., 2015). Meanwhile, according to Salovey and John Mayer, emotional social development includes: empathy, expressing and understanding feelings, allocating anger, independence, ability to adapt, preferably the ability to solve problems between personal, perseverance, solidarity, politeness and respect (Bakhtiar et al., 2018).

The child's ability to cooperate can be influenced by several factors, both the condition of the child and the social environment, parents, peers and the surrounding community (Fikria et al., 2021). If the child's environmental conditions can facilitate and provide positive space, the child will be able to improve their cooperation skills well (Madigan et al., 2018), and vice versa. However, children will have good cooperation abilities, if parents provide good parenting, not many parents do not pay attention to the ability of cooperation is important to pay attention to in the child's life. This is because children will be able to learn it themselves later when they enter school, even though the ability of children's cooperation is also obtained in the family and the surrounding environment.

The social aspect of the child is related to the child's relationship or relationship with the people around him (Wahlig, 2015). Long before his eyes can see clearly, a newborn will respond to a sound or sound and focus on the origin of the sound just as in an adult. This shows that humans are naturally social creatures who show an interest in social relations.

When starting to join in play groups and kindergartens, pre-school age children will learn to develop wider social interactions (Topçiu et al., 2015). Not only with other family members but also with teachers, peers and family members of these friends. To be successful in adapting to the expanding social sphere, of course, children's skills must be trained. In accordance with the task of child development, play activities are the most appropriate means of developing children's social skills

However, at the time it will be a challenge if you want to interact with other people due to the pandemic. The COVID-19 pandemic has changed the order and provided tremendous impacts and changes in all fields of education. Early Childhood Education (PAUD) adapts itself in the face of changes in the order in the teaching and learning process. This is a new challenge for both PAUD teachers and students, in the case parents of students, so that the education

process continues in accordance with the curriculum and the goals of education. If, the is further analyzed, it will have an impact on the emotional development of the child (Sari and Nurjanah, 2020).

The emotional development of children will continue to grow into adolescence. However, pandemic conditions have its own challenges for parents. Parents must pay extra attention to their children's relationships. children tend to stay at home and learn online. Socially the child is already limited and the can have psychological effects on the child.

The hopes and realities in the world of children have gaps. Children who enter school age should be delayed (learning from home). Opportunities that cannot be realized have an effect on the social environment of students. that is, a source of learning that can cultivate emotional parents is. The role of parents is irreplaceable. Parents become figures who can provide everything, especially emotional social development for children. So that in the study, researchers focused on the problem of "what is the role of parents in dealing with pandemics and efforts to increase emotional development in early childhood?" Furthermore, researchers limit the study by limiting the research objectives as follows;

- 1). Knowing the role of parents during a pandemic
- 2). Knowing the role of parents for children's social emotional development

2. METHODS

Researchers use qualitative research methods because the characteristics of the study tend to be flexible, dynamic and explorative (Wohlin and Aurum, 2015). The type of research used is library research. Where researchers will examine various sources of books and readings related to research topics. The literature research deals directly with text or numerical data.

The type of data in the study is secondary data. The data collected by the person conducting the research from existing sources, such as; literature, literature, previous research, books, and scientific articles. Sources of data come from various literatures, including books, journals, newspapers.

The method of collecting data is through identification of discourses from data sources. To collect data, the researcher followed the steps as follows; 1) Editing: re-checking the data obtained, especially in terms of completeness, clarity of meaning and harmony of meanings between one another; 2) Organizing: organizing the data obtained with a framework that is already needed; 3) Finding: conducting further analysis of the results of data organizing using predetermined principles, theories and methods so that conclusions are found which are the results of the answers to the problem formulation.

The data analysis used was the data analysis model of Miles and Huberman. In the model, qualitative analysis activities are carried out interactively and continuously until it is sufficient. According to Miles and Huberman, qualitative data analysis is carried out in three steps, that are; data reduction, data display and conclusion.

3. RESULTS AND DISCUSSION

The main data findings of the researchers were obtained from searching for data sources from Google Scholar. It was found that the literature related to "social emotional early childhood" is quite large with a total search of 57,000 articles related to a speed of 0.04 seconds. The shows that the study is quite interesting to examine. However, the social emotional search for children during the pandemic has not been studied so much by other

researchers. Thus, the findings and discussion in the study will refresh the realm of education of early childhood's research.

Furthermore, the researcher will describe the findings of the data in accordance with Miles and Huberman's rules by describing the findings in accordance with the objectives and research formulations. By dividing the findings sub-themes into the following;

3.1. The role of parents during a pandemic

The Covid 19 pandemic has an impact on the education sector, that are learning is not allowed face-to-face at school but is carried out at home. So that learning and teaching activities are carried out online (in the network). Online learning is the implementation of online learning classes to reach a massive and broad target group, so that online learning can be held anywhere and attended for free or paid. During the pandemic, online learning has been carried out in almost all corners of the world. The implementation of large-scale social restrictions by the Indonesian government has impacted the routines of the community and students in the learning system (Zulaikha and Sureskiarti, 2018).

Online learning has an effect on social emotional behavior in children, that are children are less cooperative because children do not interact significantly with peers. Lack of socializing with friends is limited to learning at home, children's emotions sometimes feel bored and sad, children miss friends and teachers. The is very natural because children whose age is playing now they feel imprisoned at home and only follow the orders of their parents. Where parents sometimes don't know the child's development needs (Dewi et al., 2020).

Programs that move the learning process from school to home are an alternative method for education during a pandemic. Based on instructions from the Ministry of Education and Culture, schools to organize online learning provide meaningful learning experiences for students without being burdened with demands to meet all curriculum requirements. Therefore, parents are required to be able to guide children to learn from home and be able to replace teachers at school, so that the role of parents in achieving online learning goals and guiding children while studying at home (Sukatin et al., 2020). With the government policy to learn online or online, children in kindergarten learn at home with their mother or other family members, so that children cannot meet classmates who meet almost every day to socialize with one another.

One of the regulations from the government is to carry out self-quarantine or not to travel if it is not important. But if all activities are only carried out at home, it will also have a psychosomatic impact, that are physical disturbances caused by psychological factors and emotional piles that can cause shocks in a person in society, such as anxiety, stress, social environment which affects many negative thoughts, such as because of hoax news and others (Smith and White, 2020). The early development of children is influenced by several social and cultural contexts which include the family, educational settings, society, and the wider community. Development reflects the influence of a number of family and family environmental systems including the micro-system, that are the environment in which to live. The context includes family, peers, school, and the surrounding environment, in which the most direct interaction occurs with social people, for example with parents, teachers and peers (Heijligers et al., 2018).

3.2. The role of parents for children's social emotional development

Children's social skills must be taught. To reach social maturity, children must learn how to adjust to other people. The ability is obtained by children through various opportunities or

experiences to mix with people in their environment, whether parents, siblings, peers or other adults.

Law No. 20 of 2003 concerning the National Education System explains that early childhood is a child who is in the age range of 0 years, from birth to 6 years. Preschool or pre-group children are also called early childhood, that are children aged 2-6 years. At the time children try to control the environment and begin to learn to adjust socially (Filtri, 2017).

Early childhood (0-6 years) is a sensitive period, that are the period of physical and psychological maturation functions that are ready to respond to stimulation provided by the environment. The period is the time to lay the first foundation in developing physical, cognitive, language, social emotional, self-concept, discipline, independence, art, morals and religious values. Early childhood is a very decisive period for the development and further growth of children, considering the is a sensitive period and a golden period in children's lives. For the reason, providing educational stimulation, appropriate guidance and treatment will help children to optimize all aspects of child development (Dewi et al., 2020).

The social development of children is very dependent on the individual child, the role of parents, the adult community and including kindergarten. As for what is meant by social development of children is how early childhood interacts with peers, adults and the wider community so that they can adapt well to what is expected by the nation and state. There is a close relationship between social skills and a happy period in childhood. Children's ability to adapt to the environment (Karatsoreos, 2013).

Environmental acceptance and other positive experiences during social activities are very important basic assets for a successful and pleasant life in the future, if children are nurtured in the future, they will pick the fruit in their adulthood. However, we all know social skills must be learned, and early in life, children learn from those closest to them, in the case, parents. That is why, in addition to guiding and teaching children how to get along properly, parents are also required to be good models for their children.

Early childhood children who like to imitate will imitate whatever their parents do, including how they interact with the environment. The role of parents in developing children's social skills is true, apart from giving children confidence and opportunities, parents are also expected to provide reinforcement through the provision of reward or gifts if the child behaves positively or punishment if he makes a mistake. That way children can develop into healthy and responsible social beings. Therefore, an intelligent child, even though he is 6 years old, is already able to follow games that require thinking strategies such as chess. Therefore, usually smart children prefer to play with older children, while children who are less intelligent feel more compatible with younger children (Sukatin et al., 2020).

The social development of a child begins at the time of infancy, in line with the growth of the body, the baby who has become a child and continues to become an adult, will get to know his wider environment, about many humans, acquaintance with other people begins with knowing his mother, then getting to know the father and family. Furthermore, the number of people he knows and is very heterogeneous will be able to adapt to the wider community. Finally, humans recognize a common life, then take a community or state in social life. In the development of children, finally they know that humans help each other, and give and receive each other.

Furthermore, in the learning process that is carried out online, there are obstacles in the social process. Children do not meet their peers and do not meet their friends at school so that children experience a lack of socializing. Social development is the development of behavior in children where children are asked to conform to the rules that apply in the

community. In other words, social development is a child's learning process in adapting to the norms, morals and traditions in a group.

Emotional social development refers to the child's ability to: have knowledge in managing and expressing emotions completely both positive and negative emotions, being able to build relationships with other children and adults around them, and actively exploring the environment through learning. Children's social development is obtained from maturity and learning opportunities from various environmental responses to children (Nasution, 2022). Optimal social development is obtained from healthy social responses and opportunities given to children to develop a positive self-concept.

Broadly speaking, the results of the study are not much different from the social emotional problems in online learning described above. Specifically, emotional social problems such as children being less cooperative because children rarely play together, lack of tolerance, lack of socializing with friends, limited learning at home, children's emotions who sometimes feel bored and sad, children miss friends and teachers.

4. CONCLUSION

The role of parents during the pandemic, early childhood must be extra. Where parents must be able to be friends, teachers and parents themselves. Some of the roles that should be played by other people, because of the limited social pandemic, parents must teach how to socialize with friends. Full of challenges however, there is an opportunity for parents to educate their children holistically. Furthermore, the role of parents for children's social emotional development must be fulfilled by providing and controlling the child's wishes. Children must be taught to have knowledge in managing and expressing emotions completely both positive and negative emotions, being able to build relationships with other children and adults around them, and actively exploring the environment through learning. It is recommended that parents pay attention and specifically be able to avoid emotional social problems such as children who are less cooperative because children rarely play together, lack of tolerance, lack of socializing with friends is limited to learning at home, children's emotions sometimes feel bored and sad, children miss friends and teacher.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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